



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2017

EDSE 115 001: American Sign Language (ASL) I

CRN: 15539, 3 – Credits

| | |
|--|---|
| Instructor: Mrs. Kelly Little | Meeting Dates: 01/23/17 – 05/17/17 |
| Phone: 321.507.0333 | Meeting Day(s): Tuesday & Thursday |
| E-Mail: klittle7@gmu.edu | Meeting Time(s): 10:30 am - 11:45 am |
| Office Hours: by appointment | Meeting Location: Fairfax, T-1017 |
| Office Location: by appointment | Other Phone: n/a |

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Introduces American Sign Language (ASL) and Deaf culture. Teaches basic person-to-person conversational signing. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Develop initial proficiency in the language used to teach individuals who are deaf or hard of hearing and master sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, VHI8).
2. Develop and enrich cultural competency relative to the deaf community and demonstrate awareness of dynamic language, culture, and multicultural issues alive in the Deaf community today (DH1S2).
3. Participate in an academic exploration of multicultural issues, linguistic code switching, and language dominance as it relates to spoken languages in general (DH1S2).

Course Relationship to Program Goals and Professional Organizations

Goals, objectives, and assignments in this class address NCATE Standard 1b/ Pedagogical Content Knowledge and 1c / Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) Knowledge and Skill Standards, the Council on Education of the Deaf, and the Virginia Department of Education teacher licensure competencies. Code for CEC/CED Standards: CC = Common Core and DH = Deaf and Hard of Hearing; Code for VADOE Standards: VHI = Virginia's Hearing Impairments PreK-12 and VPS = Virginia's Professional Studies.

Required Textbooks

GoReact, On-line Video Assessment Software. BYU Academic Publishing.

ISBN 978-1-61165-011-2

(GoReact accounts may be purchased at the GMU bookstore)

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing Naturally: Level 1 Student Set*. San Diego, CA: DawnSignPress. ISBN 978-1-58121-210-5

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Valli, C. (Ed.). (2006). *The Gallaudet Dictionary of American Sign Language*.

Washington, D.C.: Gallaudet University Press.

Required Resources

- A computer with a DVD/Disc player or an external drive is needed to view videos that accompany the required text.
- A web cam on your device is needed to record and upload your signed videos to your GoReact account.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 115, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

None Required

College Wide Common Assessment (Tk20 submission required)

None Required

Performance-based Common Assignments (No Tk20 submission required.)

Expressive: Introduction, Autobiography, Personal Narrative

GoReact videos for instructor feedback

Mock Sign Language Proficiency Interview

Other Assignments

Discussion Board Posts
Reflection Papers
Deaf Community Hours

Course Policies and Expectations

Attendance/Participation

Class attendance is required. In order to learn and develop expressive and receptive skills in ASL, students must be present during instruction and participate in the discussions and small group work that occurs during the class period. Additionally, each class builds upon the foundational knowledge of the previous class. If you do have an emergency and will be absent, please inform the instructor in advance via email in order to be excused from class (and so that I don't worry about you!). Each student is allowed 1 excused absence points will be deducted for all other absences as well as chronic tardiness.

Late Work

No late work will be excepted unless arrangements have been made with the instructor prior to the due date.

Electronic Device Policy

Electronic Devices are not permissible during class unless required by the activity. Points from your Participation grade will be deducted each time your phone is pulled out during our class time.

No Voice Policy

Our class has a NO VOICE policy. This class is a signing environment at all times.

Why?

- (1) It is not considered inclusive to talk in front of a Deaf person and not make the information accessible. It is imperative that you develop the habit of signing when Deaf people are present.
- (2) This is an immersion class. Using ASL helps you develop your comprehension skills and your expressive skills quickly and effectively.
- (3) Talking disrupts this process. The first class will be presented in voice but subsequent class instruction will be mainly voice-off (some exceptions will apply).

Grading Scale

| | | Graded Assessments | Points | Weight |
|----|----------|---|---------------|---------------|
| A+ | 97-100 | | | |
| A | 94-97 | | | |
| A- | 90-93 | Attendance & Participation (GoReact Videos) | 60 | 15 |
| B+ | 87-89 | Deaf Community Hours (4) | 40 | 10 |
| B | 84-86 | Discussion Posts | 20 | 5 |
| B- | 81-83 | Reflection Papers (4) | 40 | 10 |
| C+ | 79-81 | Receptive Quizzes (7) | 80 | 20 |
| C | 76-78 | Expressive Narratives (3) | 40 | 10 |
| C- | 74-75 | Mock SLPI (10-min silent chat) | 40 | 10 |
| D | 70-73 | Written Exams (2) | 80 | 20 |
| F | Below 70 | | | |
| | | TOTAL | 400 Points | 100% |

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Week | Date | During Class | Out of Class |
|------|------|---|--|
| 1 | 1/24 | Intro to ASL 1 Syllabus WHAT-UP ABCs 1.1, 1.3, 2.5, 3.4, 3.11, 4.6, 5.3 | **Set-up your GoReact Account A. GoReact – Introduce yourself *GLOSS out at the start of your video |
| | 1/26 | Pre-Quiz: Deaf Culture 1.4, 1.7 same/different 1.5 introductions #1-19 1.2, 1.6, 2.2 | B. GoReact - #1-20, fingerspell 10 vocab words |
| 2 | 1/31 | 1.8, 1.9 identifying others/shapes | C. GoReact – describe 3 people (p 25) GLOSS out at the start of your video |

| Week | Date | During Class | Out of Class |
|------|------|---|--|
| | 2/2 | 1.10, 1.11 give commands, follow instructions 1.12 attention-getting Receptive Quiz #1 – ABC/#1-20 | D. GoReact – sign the Unit 1 vocab list (no need to type out the signs) |
| 3 | 2/7 | Unit 1 Review Anatomy of Ear & Hearing Loss | “6 Hours of Silence” (paper due Sept 20) |
| | 2/9 | Receptive Quiz #2 – Unit 1 2.1 Y/N Questions 2.3 locations 2.2, 2.7, 3.8, 4.3 #20-99 | E. GoReact – 3 phrases & 3 questions, be sure to include #20-99 and GLOSS (ex: FARMER J-O-H-N, 37 PURPLE CHICKENS YOU HAVE YOU?) |
| 4 | 2/14 | 2.4 narrative with language 2.6 leisure activities | Paper #1 Due: “6 Hours of Silence” F. GoReact – describe favorite activity, (3-5 phrases) |
| | 2/16 | Expressive #1 (live!) “Awkward Cup of Coffee” | *BRING YOUR LAPTOP* |
| 5 | 2/21 | 2.8 shapes 2.9 people Receptive Quiz #3 – quick check | Create an Autobiography (wkbk p 89-90) *bring draft to class - we will work on it during class |
| | 2/23 | 2.10 double letters 2.11 walk-through conversations 2.12 forgot signs *practice autobiography | G. GoReact – sign Unit 2 vocab |
| 6 | 2/28 | Unit 2 Review *practice autobiography | Discussion Post #1 Due “ASL Lit Compare” http://youtu.be/3SuR6JyvIH8 The Three Little Pigs (tied, 2nd place, Classic Children's Story) http://aslized.org/pigs/ ASLized version |
| | 3/2 | Receptive Quiz #4 – Unit 2 *practice autobiography | H. GoReact – How are you feeling? Would you like help with anything to prepare you for your midterm exam? GLOSS out at the start of your video |
| 7 | 3/7 | Review for Midterm *practice autobiography | Class Discussion + POST: 1-2 hours of Deaf Community Hours completed, experiences posted + respond to one other classmate’s |

| Week | Date | During Class | Out of Class |
|----------------|------|--|---|
| | 3/9 | MIDTERM EXAM (Written & Expressive) Expressive #2 “Autobiography” (recorded in class) | *BRING YOUR LAPTOP* |
| *SPRING BREAK* | | | |
| 8 | 3/21 | 3.1 where do you live 3.5 describe residence 3.9 roommates & pets | Draw A Map of your local area Include: -your house, town name, compass, and 2-3 landmarks -bring it to our next class! |
| | 3/23 | 3.7 maps 3.15 what’s that sign again? Receptive Quiz #5 – quick check | I. GoReact – sign ½ Unit 3 vocab (I’ll let you know which signs today in class) |
| 9 | 3/28 | 3.2 Putting things away 3.3 Communicating with Face 3.6 Directions in Classroom 3.10 Needs vs wants | J. GoReact - Pretend money is no option... what gift would you like for your birthday & what would you get me? ☺ |
| | 3/30 | <u>Silent Birthday Party</u> *Bring your earplugs *Pack your lunch/\$\$ to buy *Will meet (TBD) during our class time for a silent lunch! Happy Birthday TO ME! | Paper #2 Due Sunday Night: http://www.youtube.com/watch?v=HhERMLRExbM YouTube: “Douglas the Space Boy – Peter Cook ASL Story” http://www.youtube.com/watch?v=RwQYOGzeJzM “Princess Bellybutton –an original WinkASL story” |
| 10 | 4/4 | 3.12 time/ how long it takes 3.13 travel to school/work *BRING YOUR LAPTOP* | K. GoReact Tell me about where you live and describe your travels (how/when) to work/school/mall, etc 3-5 phrases—GLOSS out at the start of your video |
| | 4/6 | Deaf Culture 3.11 crosswords Unit 3 Review | L. GoReact – sign other ½ Unit 3 vocab *Find One Deaf Culture Article to give a mini-Silent Share next class in small groups |
| 11 | 4/11 | Receptive Quiz #6 – Unit 3 Deaf Culture Wrap Up Silent Share: Deaf Culture Article | M. GoReact - Describe your perfect day –in FOOD! 3-5 phrases, GLOSS out at the start of your video |

| Week | Date | During Class | Out of Class |
|------|------------|--|---|
| | 4/13 | 4.1 family 4.5 siblings 4.4 have/want/need/like | Paper #3 Due: “Reflections on The Missing Link” http://aslized.org/ei/ “Early Intervention: The missing link” |
| 12 | 4/18 | 4.12 Number review 4.7 How old are you? | Personal Narratives – write a childhood memory, recent experience, or family vacation. Write it out in English and bring it to our next few classes |
| | 4/20 | 4.8 extended family 4.9 how family is related 4.11 family variations *Work on Personal Narrative | N. GoReact – tell me about your 3 people in your family (name, age, physical descriptions, and what you like to do together/what they do for a living) |
| 13 | 4/25 | 4.2, 4.10 negation 4.13 meaning 4.14 family gossip & celebrations *Work on Personal Narrative – it should be converted to ASL Structure | Paper #4 Due: “Navigating Deafness in a Hearing World” http://www.youtube.com/watch?v=uKKpjuPd6Xo “Navigating deafness in a hearing world: Rachel Kolb at TEDxStanford” |
| | 4/27 | Unit 4 review ASL Conversations & Games (snow day make up day?) | O. GoReact – Sign Unit 4 Vocab list |
| 14 | 5/2 | Units 1-4 review *Work on Personal Narrative | Discussion Post: ALL 4 DEAF COMMUNITY HOURS DUE P. GoReact – what have you enjoyed learning, doing, experiencing most in ASL? |
| | 5/4 | Receptive Quiz #7 - Units 1-4 Expressive #3 “Personal Narrative” | *BRING YOUR LAPTOP* |
| 15 | 5/9 & 5/11 | Mock SLPI *scheduled interviews* (no class) | *BRING YOUR LAPTOP* |
| 16 | MAY 16 | FINAL WRITTEN EXAM | *BRING YOUR LAPTOP* |

Assessment Rubric(s)

| ASL EXPRESSIVE | Novice | Novice Plus | Survival | Survival Plus |
|---|--|---|---|---|
| Sign Production *Handshape *Palm Orientation *Movement *Location | °Needs Improvement °Less than 70% of signs are produced adequately °Missed all of the parameters | °Satisfactory °70-79% of signs are produced accurately °Missed most of parameter | °Good °80-95% of signs are produced adequately °Errors usually are not corrected °Missed some parameters | °Excellent! °95-100% of signs are produced correctly °Errors are corrected °Exhibits almost all parameters |
| ASL Grammar *Topic + Comment *Time & Numbers *Classifiers *Use of Space | °Lacks proper use of word order in any situation °Lacks use of classifiers °Does not set up people/places | °Satisfactory Grammar was attempted °Difficulty using ASL structure °Limited use of classifiers | °Good use of proper word order °Uses numbers and classifiers °Tries to establish people/places | °Excellent Grammar °Content is rich °Great use of space and classifiers |
| Non-Manual Signals *Questions *Negatives *Body Movement *Mouth Morphemes | °Needs Improvement °NMS are awkward or non-existent °NMS not consistent with neg/questions | °Satisfactory NMS – are inaccurate or ill-timed within the structure | °Good NMS are demonstrated adequately for Wh-Q, Y/N-Q, and Rh-Q | °Excellent NMS variety °NMS are demonstrated accurately |
| Fluency *Smoothness *Clarity | °Needs Improvement °Content is produced with multiple pauses and disconnectedness °Mostly slow & jerky signing | °Satisfactory °Content is produced with frequent pauses to think °Often slow and jerky signing | °Good °Content is produced with adequate fluidity | °Excellent °Content is fluid °Signs produced with a natural comfort and ease °Few to no pauses |
| Content *beginning *middle *end | *Basic/Limited information shared *Minimal details | *Satisfactory conversation/story-telling with some elaboration | *Good conversation story-telling with nice elaboration | °Excellent conversational skills & story-telling with strong details |